

## CYRIL B BUSBEE ELEMENTARY

236 Main Street, South  
Wagener, SC 29164

**GRADES** K-5 Elementary School

**ENROLLMENT** 575 Students

**PRINCIPAL** King Laurence 803-564-1000

**SUPERINTENDENT** Dr. Linda B. Eldridge 803-641-2428

**BOARD CHAIR** Dr. John B. Bradley 803-641-2431

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	25	60	4	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

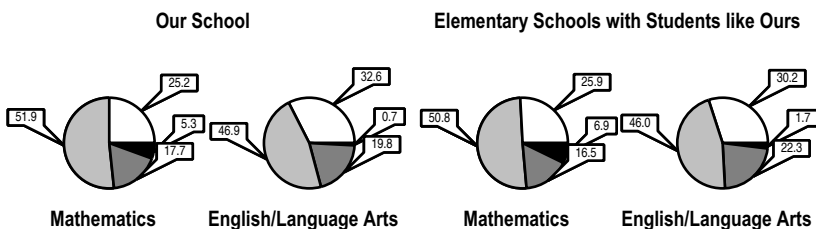
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




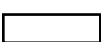
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	39	92	59
Percent satisfied with learning environment	92.3%	76.1%	79.7%
Percent satisfied with social and physical environment	92.3%	70.0%	62.7%
Percent satisfied with home-school relations	69.2%	80.4%	69.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	299	98.7	32.6	46.9	19.8	0.7	20.5	17.6
Gender								
Male	157	98.7	39.5	46.3	12.9	1.4	14.3	17.6
Female	142	98.6	24.6	47.6	27.8	N/A	27.8	17.6
Racial/Ethnic Group								
White	140	98.6	22.7	50.0	27.3	N/A	27.3	17.6
African-American	155	98.7	42.6	42.6	13.5	1.4	14.9	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	223	99.1	24.9	49.3	24.9	1.0	25.9	17.6
Disabled	76	97.4	54.2	40.3	5.6	N/A	5.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	299	98.7	32.6	46.9	19.8	0.7	20.5	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	299	98.7	32.1	47.0	20.1	0.7	20.9	17.6
Socio-Economic Status								
Subsidized meals	210	98.6	38.5	43.8	16.7	1.0	17.7	17.6
Full-pay meals	89	98.9	18.5	54.3	27.2	N/A	27.2	17.6

Mathematics								
All students	299	96.7	25.2	51.9	17.7	5.3	22.9	15.5
Gender								
Male	157	95.5	25.4	48.6	20.4	5.6	26.1	15.5
Female	142	97.9	25.0	55.6	14.5	4.8	19.4	15.5
Racial/Ethnic Group								
White	140	96.4	15.2	47.2	28.0	9.6	37.6	15.5
African-American	155	96.8	35.0	55.5	8.8	0.7	9.5	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	223	98.2	18.0	55.0	20.0	7.0	27.0	15.5
Disabled	76	92.1	47.0	42.4	10.6	N/A	10.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	299	96.7	25.2	51.9	17.7	5.3	22.9	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	299	96.7	25.0	51.9	17.8	5.3	23.1	15.5
Socio-Economic Status								
Subsidized meals	210	95.7	30.3	51.4	14.1	4.3	18.4	15.5
Full-pay meals	89	98.9	13.6	53.1	25.9	7.4	33.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	90	N/A	22.5	51.7	24.7	1.1	25.8
	Grade 4	111	N/A	27.3	49.1	21.8	1.8	23.6
	Grade 5	94	N/A	40.0	46.7	13.3	N/A	13.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	92	98.9	29.8	40.5	27.4	2.4	29.8
	Grade 4	97	100.0	23.1	54.9	22.0	N/A	22.0
	Grade 5	110	97.3	43.9	44.9	11.2	N/A	11.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	90	N/A	37.1	36.0	15.7	11.2	27.0
	Grade 4	111	N/A	26.6	43.1	18.3	11.9	30.3
	Grade 5	94	N/A	43.3	34.4	17.8	4.4	22.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	92	93.5	18.8	61.3	16.3	3.8	20.0
	Grade 4	97	99.0	21.1	46.7	23.3	8.9	32.2
	Grade 5	110	97.3	34.4	49.0	13.5	3.1	16.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 575)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	5.5%	Up from 2.4%	2.7%	2.4%
Attendance rate	93.9%	Down from 95.2%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	15.1%	Down from 18.3%	10.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	12.3%	Up from 10.1%	8.8%	8.0%
Older than usual for grade	1.0%	Down from 1.1%	1.4%	1.1%
Suspended or expelled	0.2%	No change	0.0%	0.0%

Teachers (n= 43)				
Teachers with advanced degrees	32.6%	Up from 23.8%	45.0%	50.0%
Continuing contract teachers	79.1%	Down from 83.3%	85.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.9%	Up from 83.4%	86.4%	86.2%
Teacher attendance rate	94.9%	Down from 97.4%	95.2%	95.3%
Average teacher salary	\$38,666	Down 1.6%	\$39,390	\$39,909
Prof. development days/teacher	7.1 days	Up from 6.4 days	12.1 days	11.4 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio	18.1 to 1	Down from 18.5 to 1	18.6 to 1	18.9 to 1
Prime instructional time	87.6%	Down from 92.1%	89.6%	89.7%
Dollars spent per pupil*	\$5,431	Up 6.6%	\$6,034	\$5,892
Percent spent on teacher salaries*	64.2%	Up from 63.2%	66.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.9%	Up from 97.5%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Cyril B. Busbee Elementary, located in the rural northeast portion of Aiken County, is a Title I school serving students from the towns of Wagener, Salley, and Perry, as well as the unincorporated communities of Kitchings Mill, New Holland, and Hollow Creek. Busbee enjoys a student population that is both culturally and economically diverse. Of the approximately 600 students enrolled in 2002-2003, 54% were African American, 44% were white, and 2% were Asian or Hispanic. 21% of our students qualify for special education services. 72% receive free or reduced-price meals.

Busbee's professional staff includes 46 teachers and administrators who are fully certified in their respective areas. In addition, our support staff of 32 is highly qualified and experienced. As a result our students enjoy a positive educational experience that is guided by a dedicated staff with its focus on academic achievement.

After analyzing test data and parent, teacher, and student surveys, the Title I planning team reviewed priorities for Busbee Elementary. The need for improved student achievement prompted the team to focus the majority of resources on reducing pupil teacher ratios in third, fourth, and fifth grades. A lead teacher is included in the plan to help facilitate staff development and the implementation of best instructional practices. Classroom libraries and the school media center are being updated to support the reading program, and manipulatives and other materials are being supplied for math. Attention is being given to insure that materials are designed to motivate minority students. Our curriculum, which is standards-based, is presented using innovative, research- proven strategies that maximize our potential for reaching all students. Our high percentage of special education students and high poverty students with medical and family concerns make having a designated health aide critical. Finally, with early literacy being seen as a key to school success, we have made family education a high priority. This includes quarterly family education sessions to enhance parent and community involvement.

Busbee is fortunate to have the support of parents, businesses, community groups, and churches as we endeavor to provide quality instruction to our students. This partnership with our stakeholders has yielded remarkable success in recent years. We expect that success to continue in the future and anticipate continued growth and a higher level of accomplishment for our students, our staff, our school, and our communities.

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.